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THE UNIVERSITY OF ALBERTA

TEACHING EMPATHY
USING A LANGUAGE LABORATORY

by

© KENNETH LESLIE HONEYCHURCH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled TEACHING EMPATHY USING A LANGUAGE LABORATORY submitted by KENNETH LESLIE HONEYCHURCH in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology.

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ABSTRACT

The purposes of the present investigation were: a) to develop a twenty minute self-instructional training program for teaching the counseling skill of empathic response, b) to evaluate the effectiveness of a two part training program using the language laboratory facilities, and c) to assess the effects of review when used as an integral part of the self-instructional training program.

The components of the empathy training program were: a) brief introduction and instructions, b) modelling, c) segmented modelling, and d) practice, modelled feedback and self evaluation. Each of the two programs were approximately twenty minutes in length and were each followed by a fifteen minute review session. Subjects conducted either a pre-treatment or post-treatment live interview which was recorded and rated for level of empathic response by three trained judges using the Carkhuff (1969) five point scale. Subject's progress was monitored in the language laboratory by rating responses to six client statements administered: a) pre-treatment, b) post Program One, c) post review of Program One, d) post Program Two, and e) post review of Program Two. All responses were rated according to the Carkhuff scale.

Statistical analysis showed a significant difference between the pre- and post-treatment live interviews, as well as significant progress by subjects in the first four test situations. The majority of subjects demonstrated

competence in responding empathically at the conclusion of the one hour training program. Subjective evaluations of the program, completed by the trainees, were generally favorable with some suggestions made for improvement.

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CHAPTER I

INTRODUCTION

There is an increasing and consistent body of theory and research which suggests that the communication skill of responding in an empathic manner is a major ingredient in an effective helping relationship (Carkhuff, 1969; Rogers, 1975; Truax and Wargo, 1966; Carkhuff and Berenson, 1967).

Instructional methods that develop necessary and specific performance outcomes such as high level empathy are required by programs designed to train helping professionals. In their survey of the literature concerning the effects of counselor training on empathy, Bath and Calhoun (1977, p. 98) conclude that professional training in counseling generally fails to increase the trainee's level of empathy. They further suggest that it is possible that empathy development in many training programs has too often been left to chance and that professional programs should systematically incorporate periods of brief, effective empathy skills training.

The method of counselor training developed by Ivey (1971) is essentially such a specific skills approach. Component skills are identified and taught to the subject in a systematic manner. Ivey's microcounseling model has been demonstrated to be an effective and efficient approach to teaching counseling skills. (Haase and DiMattia, 1970; Haase, 1971; Moreland, Ivey and Phillips, 1973; Toukmanian

and Rennie, 1975; Cormier, Hackney and Segrist, 1974; Guttman and Haase, 1972.)

Ivey's model is based on the learning principle which suggests that behavior changes occur as a result of observation and imitation of a model's behavior. Modelling is an effective, reliable, and rapid method of acquiring new skills or of strengthening previously learned skills (Bandura, 1969, p. 165). The use of modelling techniques in counselor education has been found to be an effective means of teaching communication skills (Eisenberg and Delaney, 1970; Marlatt, 1970; Ronnestad, 1977; Dalton, Sunblad and Hylbert, 1973; Robinson, Froehle and Kurpius, 1979).

Using modelling as the major component, Calder (1978) produced five video programs for teaching specific communication skills. Eustace and Calder (1980) developed a sixth program to be added to the original Calder series. Components of the Calder model are:

1. Introduction - 1-2 minutes during which the subject is provided with a brief introduction about the training skill.
2. Pre-Test - 1-2 minutes in which to establish base level performance.
3. Modelling - 4-5 minutes in which the specific skill is modelled in a counseling interview.
4. Segmented Modelling - 4-5 minutes in which the specific skill is modelled in response to individual client statements.

5. Practice and Self Evaluation - 7-8 minutes in which the subject responds to a series of client statements in a time interval provided on tape. Following the subject's response, the counselor responds allowing the subject to make a response comparison.
6. Post-Test - 1-2 minutes in which the subject responds to a new series of six client statements.

Nature of the Problem

With increasing demands for accountability, and in typically budget and time restricted counselor training programs, educators have become increasingly aware of the need for innovative and efficient approaches to training. "We can no longer rely solely on traditional teaching methods of lecturing, reading and discussion when recent research suggests other methods may be equally effective or have more promising results" (Cormier and Cormier, 1976, p. 43).

Although the Calder programs were originally designed to be viewed individually, Eustace and Calder (1980) adapted the series for use in the language laboratory. With the expansion of educational technology, many procedures, including the use of the language laboratory, are being developed to expedite the learning of effective counselor behaviors. If the audio program used in the language laboratory is found to be as effective a teaching technique as the individual audio-visual approach, the language

laboratory has the advantages of economy and efficiency in numbers.

Purpose of the Study

The purpose of the present investigation is:

1. to develop an audio program using the Calder model to teach the communication skill of empathic response. This program will be developed in such a manner that it can be used to supplement the effects of the first Calder empathy program.
2. to assess the effects of the two programs when used in conjunction with each other in a language laboratory setting.
3. to assess the effects of different components of the program package.
4. to obtain a subjective evaluation from subjects regarding the empathy training program.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present investigation considered the effects of a one hour language laboratory program for training the communication skill of responding empathically. The study is based on prior research in the areas of: empathy skills training, systematic training programs with special reference to the role of modelling and instructions, and the use of language laboratories. The present chapter will review related literature in each of these areas.

Empathy

Empathy has been defined as a "sensitivity to the other person's current feelings and the verbal facility to communicate this understanding in a language attuned to those feelings" (Truax and Carkhuff, 1967, p. 46). Carkhuff identifies empathy as the key ingredient of helping (Carkhuff, 1969). Rogers considers empathy to be one of the necessary conditions for therapeutic change (Rogers, 1975, p. 98). Truax and Wargo (1966) have indicated that most current psychotherapeutic approaches have highlighted the importance of the counselor's ability to know and understand the client's inner world and to communicate this understanding sensitively and accurately.

The empathy construct is "highly subtle" (Rogers, 1975), and is regarded as both an affective and cognitive phenomenon

(Goodyear, 1979). The affective component of empathy is recognized when a person is said to feel as another and cognition is reflected when a person is said to understand as another (Shantz, 1975).

The choice of the communication skill of empathy for a training program is based on the following conclusions:

1. there is a critical relationship between the level of empathy and therapeutic outcome (Carkhuff and Berenson, 1967; Truax and Mitchell, 1971).
2. empathy is considered important across various therapies as a relationship variable (Truax and Wargo, 1966).
3. empathy as a communication skill can be taught to both professional and lay trainees (Carkhuff, 1969; Haase and DiMattia, 1970).

Systematic Training Programs

The review of counselor training programs conducted by Bath and Calhoun (1977) presents a discouraging picture of professional counselor education at least with regard to empathy. The review points to the need for incorporation into professional training programs of brief, effective empathy skills training. (Bath and Calhoun, 1977, p. 98.)

Carkhuff (1969) advocated that a skill approach to teaching counseling skills will train helpers who can produce results. Carkhuff defines a skill as follows: "By skills I mean behaviors that are operational, repeatable and predictable ... A skill is something which you can teach others systematically" (p. 21). Carkhuff envisions the task of counselor education to be operationalizing the skills and

then of equipping the counselor with a repertoire of skills through systematic training programs.

The microcounseling-microtraining model developed by Ivey (1971) is a systematic approach to counselor training which is intended to teach specific helping skills and to reduce the amount of time spent in training. The microcounseling model is based on the assumption that counseling behavior is complex, and as such can best be taught by breaking effective counseling technique into specific behavioral components. The subject is then asked to practise the identified behavior as many times as possible in practice situations. Microcounseling is based, in research and application, on similar concepts of microteaching in teacher training. The microteaching approach to teacher training originated from the work of McDonald and Allen (1967) and has found success in a variety of teacher training programs. (Bellucci, 1972, p. 89) The microcounseling model is based on a number of essential propositions (Ivey, 1971, p. 8):

1. focus is on a specific counseling skill
2. trainee is provided opportunity for special observation
3. trainees learn from observation of models demonstrating the skill
4. microcounseling can be used to teach skills in diverse theoretical frameworks

Microcounseling training consists of:

1. establishing base-line using video recorded interview
2. training period - description of skill, observation of modelling specific skill, student-model interview comparison and instructor feedback
3. post-training interview

Research on Microcounseling

A number of studies have demonstrated the efficacy of a microcounseling approach to training specific behavioral competencies. Haase and DiMattia (1970) and Haase et al. (1971) used video models to train para-professionals in counseling skills. The results support the efficacy of training personnel in human relations skills via the microcounseling model; and secondly, the results support the assumption that the results will generalize to real interview situations.

Moreland, Ivey and Phillips (1973) investigated the relative efficacy of microcounseling and traditional procedures in training psychiatric residents. Results indicate those receiving microcounseling training improved more than the traditionally trained subjects, and that the microcounseling model generalized to real interview situations.

Toukmanian and Rennie (1975) compared the effectiveness of the microcounseling model and human relations training. Pre-training and post-training interviews were audiotaped for each subject and assessed for empathy. Although both groups improved, the microcounseling subjects gained significantly more on empathy than did the human relations training subjects. The authors suggest that the described difference may be due to the practice which the microcounseling trainees received from the onset of the training program.

Cormier, Hackney and Segrist (1974) investigated the effects of three pre-practicum training approaches. Results of the investigation support the assumption that training based on a systematic counseling skill model enhanced the counselor's self confidence and established a positive mental set for counseling actual clients. An overall positive effect was perceived by clients even though the counselor was trained for specific skills. "This suggests that counselors who are trained by a systematic method based on specific performance outcomes can demonstrate to their clients an overall gestalt that is not altered negatively by systematic training" (Cormier, Hackney and Segrist, 1974, p. 104).

Guttman and Haase (1972) conclude that "inasmuch as the ability to repeat an effect is paramount to the established validity of that effect, it would appear that training in behavioral counseling skills via the microcounseling paradigm is a repeatable procedure" (p. 72). The authors further conclude that skills learned are retained and carried into actual counseling sessions after training thus providing additional support for the model.

The research in the area of systematic training approaches to counselor education suggests that such an approach is an efficient and effective method for teaching the communication skill of empathy, as well as other counseling skills. There is further evidence that skill development generalizes from the training setting to the

actual counseling session.

The Calder Model

Calder (1978) adapted the microcounseling model for use with audio-visual equipment. The original microcounseling model uses an instructor and reading materials for introduction to, and description of, the specific counseling skill. In the Calder model (see Chapter III), all components are included in the video program with increased emphasis on modelling and practice. Transcripts for Program One and Two are included in Appendix I and II. In addition to the modelling and practice, after each subject responds to a role play statement, a counselor model responds to the same statement providing immediate feedback and allowing for response comparison. The major components of the Calder model are: a) modelling, b) practice and c) feedback.

Components of the Calder Model

Modelling - A basic tenet of the microcounseling model is that behavior change occurs in part as a function of observation and imitation of a model's behavior. Bandura considers modelling to be an indispensible aspect of learning and suggests that even where it is possible to teach new behaviors through alternate methods, the process of acquisition can be considerably shortened by providing appropriate models (1971, p. 3). If a trainee observes an appropriate model, and then practises alternate ways of

behaving under life-like conditions, transfer of learning to a naturalistic situation is greatly facilitated (Bandura, 1971, p. 163).

Eisenberg and Delaney (1970) compared the effectiveness of modelling procedures with operant conditioning procedures in the acquisition of target counselor responses. The use of modelling procedures was more effective in establishing responses than the operant conditioning procedures. Marlatt et al. (1970) concluded that modelling techniques are powerful elicitors of verbal behavior.

Ronnestad (1977) compared the effects of modelling, feedback, and experiential methods on teaching counseling students to communicate empathic understanding. Each subject conducted three simulated interviews which were rated for empathic response. After each of the first two interviews, students were given one of the three supervisory treatments: modelling, feedback, or experiential methods. The empathy ratings indicate that the modelling strategy was the most effective method of supervision.

Dalton, Sunblad and Hylbert (1973) considered the effects of a video-taped, modelled learning experience on the communication of accurate empathic understanding. The modelling treatment was considered significantly more effective than the second treatment which involved reading about the counseling behavior. The noted differences were maintained over time.

Modelling as a training technique has been found to be

particularly effective when combined with didactic instructions. Across a wide variety of skills, modelling has been shown to be an effective modification procedure (Bandura, 1969). Masters and Branch (1969) and Whalen (1969) demonstrated greater performance gains through modelling accompanied by instructions than by modelling alone. The instructions which were provided seemed to focus the trainee's attention on the relevant model behavior. Payne et al. (1972) found through the use of audio tapes that modelling accompanied by instructions was superior to the absence of modelling in empathy training. Stone and Gotlib (1975) found that a combination of modelling and specific instructions facilitated trainee performance more than either alone. Dalton (1973) demonstrated that a combination of didactic material, modelling, and covert practice was superior to reading materials alone in facilitating subject empathy.

The relative contributions of modelling and instructions have been assessed by a number of investigations. Stone and Stein (1978) considered the effects of time and order of modelling and instructions. Results indicate the relative superiority of the combined conditions with longer exposure time facilitating the expression of helping skills. Uhleman (1976) suggests that the order of presenting verbal instructions and modelling influences performance. A second conclusion of the Uhleman investigation was that trainees who were initially low in interpersonal functioning learned

more when instructions were presented first. Robinson et al. (1978) examined three media: written, audio and video, and concluded that there were no differences in result because of the media of the model. A second conclusion suggests that the addition of feedback to the modelled examples had more impact than the model presented alone (p. 251).

Perry (1974) separated and assessed the contributions of modelling and instructions in counselor training. The study explored:

1. whether empathy was modelled
2. whether detailed instructions about empathy and a request to model had an enhancing effect upon empathic behavior of subjects
3. whether repeated modelling displays led to increased modelling of empathy
4. whether modelling and instruction effects generalized to a natural counseling session.

The conclusion that counselor's verbal behavior (empathic responses) can be influenced through the use of modelling techniques was supported. The second prediction that hearing didactic information about empathy and being instructed to be empathic would lead to more empathy responses was not supported. Those with both modelling and instructions displayed the highest level of empathy. High levels of modelled empathy with no instructions reached the same level but more slowly. The higher level groups did not improve past Level 3 on the Carkhuff scale. Perry suggests that perhaps an implicit ceiling had been reached by the trainees with regard to the level of empathic response. Finally the generalization to the live interview was not supported.

Modelling and instructions have not always been effective in training new counselor behaviors (Perry, 1975; Doster, 1972). Mcguire et al. (1975) suggest that the amount of instructional time has varied across studies thus making comparison difficult. Perry concludes that, in some studies, instructions were perhaps too brief and general to give trainees the amount of guidance required. Marlatt (1970) found that the amount of imitation varied directly with the amount of task ambiguity experienced by the trainee. Therefore the situation (live interview, taped or written response) used to measure the newly acquired skill might substantially affect trainee performance, and account for the slight inconsistencies in the research.

Feedback and Practice - Peters, Cormier and Cormier (1978) assessed the effects of the primary components of the microcounseling model. Forty graduate students in counseling were assigned to one of four treatment conditions: modelling; modelling and practice; modelling, practice and feedback; and modelling, practice, feedback and remediation. In the post-treatment role play interview all groups performed equally well. The investigation supports previously cited research in which modelling was found to be effective as a counseling skills training method. It does not support the assumption that practice is crucial for skill development.

Stone and Vance (1976) investigated the effects of three training components: modelling, instructions, and

rehearsal in teaching helping skills. Forty-eight subjects were assigned to one of eight training groups representing all possible factorial combinations. Analysis of written responses indicates all training groups improved in empathic communication. Interview results revealed that a combination of training variables facilitated empathic response more than each variable alone.

Wallace et al. (1975) compared three cumulative methods of teaching counseling skills. In method one, subjects were given a lecture and a written handout on the counseling skill. In method two, subjects observed a videotaped model in addition to the lecture and the handout. In method three, subjects were given lecture, handout, observed videotaped model, and were given the opportunity to practise and receive feedback on their use of the skill. The latter method, involving practice and feedback, was found to be significantly more effective than the other methods.

O'Toole (1979) considered the effects of practice and modelling in teaching counseling skills. Subjects who participated in the practice training condition were able to function at a higher skill level than no-practice subjects regardless of the mode of the model (written or audio). O'Toole's (1979) investigation is consistent with the findings of Stone and Vance (1976) and Wallace (1975), but inconsistent with those results reported by Peters, Cormier and Cormier (1978).

O'Toole (1979) concludes that the study supports the

importance of including practice in the microcounseling model. Finally, O'Toole (1979) suggests that those modelling studies which include a practice component find support for modelling as a training tool (Dalton, Sunblad and Hylbert, 1973); while studies which do not support the efficacy of modelling (Perry, 1975) often fail to include a practice component.

Use of the Language Laboratory

A language laboratory is an electronic learning facility which enables the pupil to listen to words, phrases, or sentences and to imitate the record there (Wittlich and Schuller, 1962). The laboratory has the purpose of reproducing situations in the field or of simulating real life experience. Such simulation techniques are receiving increasing interest from educators as attention is directed toward creation of new instructional procedures, simulation techniques, and instructional media. Simulation allows for a controlled representation of a real situation (Miller, 1972). The use of simulation provides students with learning experience leading up to the attainment of instructional objectives.

Gagne (1968) has stressed that instructions must be directed toward the application rather than the assimilation of knowledge. The language laboratory is one method of providing application of knowledge experience for beginning counseling students without the apparent disadvantages of

real counseling situations.

The language laboratory has been widely accepted in North America as a teaching aid for foreign language learning (Hawkins, 1975), but the use of the language laboratory as a facility for teaching counseling skills has received relatively little attention in the research literature.

Eustace and Calder (1980) evaluated the effectiveness of five counseling skills programs presented in the language laboratory. The training program considered: reflection of content, empathy, open-ended statements, immediacy and specificity and concreteness. The program models were similar to the Calder model detailed in Chapter III. Pre- and Post-test measures were taken and rated by judges on Carkhuff's five point scales. Significant differences were noted in all skills.

Summary

The review of the literature contained in this chapter suggests:

1. the communication skill of empathy is a highly important component of effective helping, and is amenable to training.
2. systematic training programs are effective methods of teaching counseling skills such as empathy.
3. modelling, and modelling and instructions are critical components of a systematic training approach.

4. feedback and practice are important to skill development but research in the area is somewhat inconsistent.
5. the language laboratory can be effectively adapted for use in teaching counseling skills.

CHAPTER III

METHODOLOGY

Overview

The purpose of the present investigation is:

1. to develop an audio program using the Calder model, to teach the communication skill of empathic response. This program will be developed in such a manner that it can be used to supplement the effects of the first Calder empathy program.
2. to assess the effects of the two programs when used in conjunction with each other in a language laboratory setting.
3. to assess the effects of different components of the program package.
4. to obtain a subjective evaluation from subjects regarding the empathy training program.

The present chapter will describe the preparation of the audio program, and the method by which the program was presented and evaluated.

Program Design

The present investigation used audio programs, in line with the Calder model, for teaching the communication skill of empathic responding. The components of each of the two programs were:

1. Introduction - 1-2 minutes in which the subject is provided with a brief introduction to the skill of empathic responding, and its relationship to client exploration and understanding.
2. Modelling - 4-5 minutes in which the skill of empathic responding is modelled in a counseling interview.
3. Segmented Modelling - 4-5 minutes in which the skill of empathic responding is modelled in response to individual client statements.
4. Practice and Self-evaluation - 7-8 minutes in which the subject responds to a series of six client statements. Following the subject's response the counselor responds allowing the subject to make a response comparison.

The five-minute modelling sessions were spontaneous interviews in which the client presented problems considered of interest to the general population. In Program One, the client was concerned with intimacy and interpersonal relationships. In Program Two, the problem focused on employment difficulty and job recognition and satisfaction. In both cases the counselor attempted to capture both the meaning and feeling of the client's statements. To assess the effects of modelling higher levels of empathic response, an effort was made in Program Two to increase the level of modelled empathy. The segmented modelling statements similarly reflected general everyday concerns. Transcripts

of the two programs are found in Appendix I and II.

To assess the effects of the program, a series of thirty client statements were developed. The content of the statements reflected everyday concerns which would be relevant to the general population. Statements were generally brief and carefully worded to keep meaning as clear as possible. Thirty statements were selected and randomly assigned to one of five groups of six statements to be used for assessment purposes. Transcripts of the statements are found in Appendix III.

Research Design

Two methods of evaluation were used to determine the effectiveness of the program.

1. One half the subjects conducted live interviews pre-treatment, while the other half conducted live interviews post-treatment. Pre- and post-treatment interview results were scored to determine if there were significant differences between them.
2. A within program analysis of empathy scores was used to determine where significant differences occurred. To monitor progress, each subject responded to a set of six randomly chosen client statements. Each different set of six statements constituted a test. Tests were administered:

Test I	Pre Treatment
Test II	Conclusion of Program One
Test III	Conclusion of review of Program One
Test IV	Conclusion of Program Two
Test V	Conclusion of review of Program Two

Table I

Calder Training Model

Component	Description	Approximate Time
1. Introduction	Brief introduction to training skill	1-2 minutes
2. Pre-Test	Subject responds to a series of six individual client statements	1-2 minutes
3. Modelling	Counselor models the specific skill in interview	4-5 minutes
4. Segmented Modelling	Counselor models the specific skill in response to individual client statements	4-5 minutes
5. Practice and Self Evaluation	Subject responds to series of six individual client statements comparing his response to the response of the counselor which follows	7-8 minutes
6. Post-Test	Subject responds to a new series of individual client statements	1-2 minutes

Sample and Setting

The language laboratory facilities at Red Deer College were used to accommodate the two groups of subjects participating in the present investigation. The investigation was carried out in two sections during one day. Subjects were thirty first year psychology students, twenty-four female and six male. Sixteen subjects participated in one session, fourteen in the second. None of the subjects had participated in any kind of systematic empathy training program.

Experimental Procedure

Thirty students were randomly assigned to either a treatment or control group. Both groups conducted a live five minute interview, the treatment group after having taken the treatment, the control group before. Thus the effects of the combined program were tested in a post-test only control group design.

When all subjects were assembled in the language laboratory, brief instructions regarding the use of the facilities were presented and opportunity given for students to present questions concerning the use of the equipment. A brief outline of the procedure for the total program package was then presented with the aid of a diagrammatic chart on the blackboard.

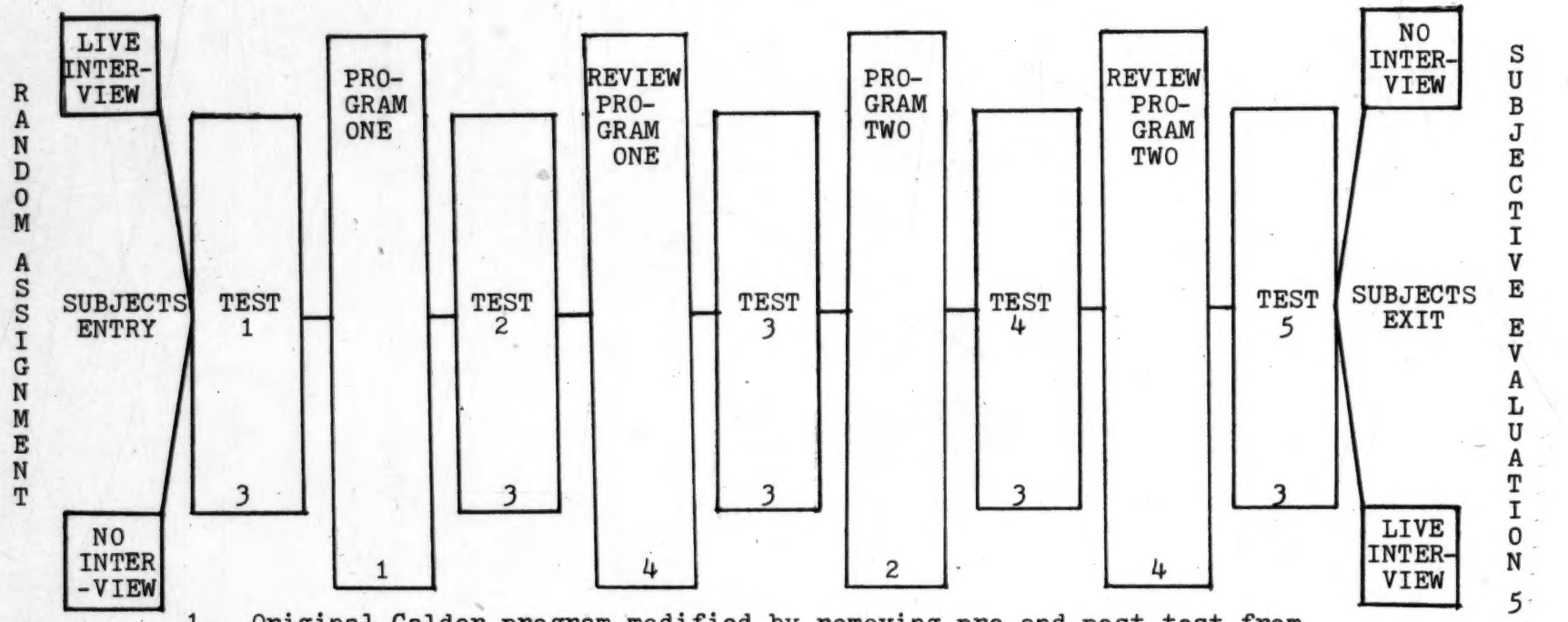
Procedures were similar to those of Eustace and Calder (1980). Each subject had an individualized compartment

complete with cassette player, microphone, and headset. Individual compartments can be controlled either from the main console or by the individual subject. With the exception of the review periods, all individual stations were controlled from the main console. Subjects were able to adjust the volume of their own headset.

A diagrammatic representation of the investigation is provided by Figure I. Each subject was provided at the individual console with two blank cassettes, one clearly marked as a Test Cassette, the other as a Program Cassette. To facilitate the ratings of each subject's responses, all test data were recorded on the Test Cassette. To collect pre-treatment test data, all subjects were instructed to insert the Test Cassette into their individual consoles. Instructions, and the first set of six client statements were played from the main console and recorded on individual consoles. Following each statement there was a fifteen second pause in which the subject responded to the statement while simultaneously recording the response on the individual test tape. At the conclusion of the Pre-test (Test I), subjects were instructed to insert individual Program Tapes. Program One was then completed as described, following which Test Cassettes were inserted for the collection of data for Test II. Subjects were then instructed to reinsert Program One and were given a ten minute free review period. At the conclusion of the review of Program One, data for Test III were collected on each test tape. Program Two was then

FIGURE I

DIAGRAMMATIC REPRESENTATION OF INVESTIGATION



1. Original Calder program modified by removing pre and post test from program tape
2. new program, similar to Program One but with higher level modelled empathy
3. responding to six client statements in language laboratory
4. ten minute free review of Program tape
5. questionnaire for subjective assessment of program by subjects

presented and a similar procedure was followed for the review and collection of data for Tests IV and V. Following the completion of the last test, subjects completed the subjective evaluation questionnaires provided. Total treatment time with the exclusion of the live interviews was approximately one hour.

Definition and Measurement of Empathy

For the purposes of this study empathy is defined as "A sensitivity to the other person's current feelings and the verbal facility to communicate this understanding in a language attuned to those feelings" (Truax and Carkhuff, 1967, p. 46).

Carkhuff (1969) developed a commonly used rating scale which defines empathy at five different levels. Carkhuff's scale is included as Appendix III.

Level 1 - response of counselor to client either does not attend to, or detracts significantly from the client's statement.

Level 2 - counselor responds to some obvious aspect of client's communication, but does so in a way which noticeably subtracts from the original statement.

Level 3 - counselor's response is essentially interchangeable with the original statement made by the client.

Level 4 - counselor's response adds noticeably to the expression of client in that the counselor expresses feelings at a level deeper than the client was initially able to express.

Level 5 - the counselor adds significantly and accurately to the feeling and meaning of the client's statement.

The Carkhuff scale focuses on the counselor's actual response rather than upon his intentions or attitude. "Communication of empathy" is considered to be the essential variable in determining whether or not the other person realizes he is being understood (Carkhuff, 1969).

The purpose of the empathy training program was to teach the communication skill of empathic responding as defined, and to assess program effectiveness by measuring the development of the skill according to the Carkhuff model.

Training of Judges

Three independent judges skilled in the use of the Carkhuff scale assessed the data provided by the present investigation. Data was arranged so that judges were not aware of which test was being scored. One rater was a practising counselor whose graduate thesis was in the area of empathy training; the second judge was the present author who was trained in the use of the Carkhuff scale by a student of Carkhuff; while the third rater was a Social Service graduate who had been trained, in a counseling class, by the author in the use of the Carkhuff scale, and who had also worked in a counseling setting under the supervision of Judge 1. A short series of sample client statements were scored by the raters to assure reliability with results approximating 100% reliability. To facilitate a more accurate assessment of subject responses, levels of 0.5 were included in the Carkhuff model outlined.

Selection of Clients

Three confederate clients conducted the pre-treatment and post-treatment interviews. The confederate clients were second year college students who were familiar with basic counseling techniques and had participated in previous role play experiences. Problems were chosen which reflected everyday concerns and clients were instructed to provide trainees with similar opening statements.

CHAPTER IV

RESULTS

This chapter will present the Null Hypotheses and the results of the analysis of the data gathered by the present investigation. A one way analysis of variance was completed on the rated results of the pre- and post-treatment interviews to test the effects of the total program. A one way analysis of variance with repeated measures was used to determine if any development had occurred from the programs used as outlined in Chapter III. A Newman Keuls test was used to determine at which points in the program significant differences in the level of empathic response occurred. A level of significance of less than 0.5 was considered necessary to reject the Null Hypotheses.

Reliability of Raters

Bath and Calhoun (1977) suggest that the method which is used to measure the communication of empathy is critical to the validity of the studies. Ratings of live, taped or transcript versions of therapist performance made by third party raters appear to relate more strongly than do other empathy assessment systems to therapeutic process and outcome variables (Kurtz and Grummon, 1972).

In the present investigation, three independent third party raters were highly skilled in the use of the Carkhuff model and had a reliability of 0.98. This was computed using

a formula for intrajudge reliability (Ferguson, 1971). The intrajudge reliability is the mean correlation between each of the three judges' ratings and the mean of their ratings for each rated response.

Null Hypotheses

Null Hypothesis I: There will be no significant difference between the rated levels of empathy during the live pre-treatment and post-treatment interviews.

Null Hypothesis II: There will be no significant difference among the different measures of empathy taken at five different stages within the instructional program.

Analyses of Data

A one way analysis of variance was used to test Null Hypothesis I which states: There will be no significant difference between the rated levels of empathy during the live pre-treatment and post-treatment interviews.

The analysis of variance indicated that there was a significant difference between the group means, thus the Null Hypothesis was rejected. According to the Carkhuff scale, the trainees have considerably improved their ability to make empathic responses. In the pre-treatment interview the subjects' average level of empathic response was a rating of 1.40 (S.D. = .19), indicating that they essentially did not attend to, or detracted from the statements of the client. The post-interview results (level 2.28 with a S.D.

= .17) indicate that the subjects responded to some obvious aspects of the client's response, although they generally fell short of an interchangeable or Level 3 response. However in view of the extremely short one hour training period, relative to longer, more traditional training programs, subjects demonstrated a significant change in their ability to respond in an empathic manner. Table 2(a) includes the means and standard deviations, while Table 2(b) provides the sources of variance for the pre-test to post-test assessment of change.

Table 2(a)

Means and Standard Deviations of Empathy Scores
Pre and Post Treatment Live Interviews

PRE TREATMENT		POST TREATMENT	
Mean	S.D.	Mean	S.D.
1.40	.19	2.28	.17

Table 2(b)

Summary of Analysis of Variance for
Pre and Post Program Interviews

Sources	Ms	df	f	p
group	5.91	1	173.95	.00
error	.03	28		

A one way analysis of variance with repeated measures and a Newman Keuls test was used to test Null Hypothesis II which states: There will be no significant difference among the different measures of empathy taken at five different stages within the instructional program. The analysis of variance and the Newman Keuls indicated that there is a significant difference between the means of all test combinations except between Test 4 and Test 5. Therefore the Null Hypothesis was rejected in all cases with the exception of between Test 4 and Test 5 where it was supported. In other words, subjects showed improvement between:

1. Test I (Pre-Treatment) and Test II (Conclusion of Program One)
2. Test II (Conclusion of Program One) and Test III (Conclusion of review of Program One)
3. Test III (Conclusion of review of Program One) and Test IV (Conclusion of Program Two).

Although subjects continued to grow on the average between Test IV (Conclusion of Program Two) and Test V (Conclusion of review of Program Two), the amount of growth was not statistically significant. Table 3(a) includes the means and standard deviations for each test situation. The summary of the analysis of variance for repeated measures can be found in Table 3(b). The percentage of subjects reaching particular levels of empathy throughout the testing process is shown in Table 3(c).

At the conclusion of Test III (Conclusion of review of Program One) 70% of subjects had reached an empathy response level of 2.5. At the conclusion of Program Two the number of subjects reaching level 2.5 had increased to 90%, indicating that Program Two had been effective in raising the empathy level for an additional 26.7% of the trainees.

Table 3(a)

Means and Standard Deviations
Language Laboratory Tests

TEST I		TEST II		TEST III		TEST IV		TEST V	
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.16	.15	2.37	.67	2.62	.56	2.87	.18	2.94	.23

Table 3(b)

Summary of Analysis of Variance for
Language Laboratory Tests

Sources	Ms	df	f	p
between people	.48	29		
within people	.62	120		
treatments	15.66	4	158.47	.000
residual	.09	116		
total		149		

Table 3(c)

Percentage of Subjects Reaching
Different Empathy Levels

Empathy Level	Test I	Test II	Test III	Test IV	Test V
1.0	100.0	100.0	100.0	100.0	100.0
1.5	3.3	80.0	93.3	100.0	100.0
2.0	0.0	60.0	83.3	100.0	100.0
2.5	0.0	46.7	70.0	96.7	93.3
3.0	0.0	13.3	16.7	43.3	60.0
3.5	0.0	0.0	0.0	0.0	0.0

Subjective Evaluations

At the conclusion of the program in the language laboratory each subject was asked to complete an evaluation of the training program. Subjects were asked which parts of the program were the most effective, and least effective, in gaining mastery of the skill of empathic responding. Eighty percent of the respondents indicated that the segmented modelling examples, and the segmented modelling with subject participation were the most effective components of the program. The balance of the subjects who answered the question indicated that they found the client-counselor interview the most effective part of the program. There was little agreement among subjects as to what part of the program they found least effective. Responses included: "the examples", "the first test because I didn't have a clue what to say", "the longer interview", "the part I couldn't hear", "trying to respond in too short a time", "the reviews", "my own responses". In response to this question, many students left it blank or answered "it was all very effective".

Subjects were asked about which parts of the programs were reviewed in the allotted time, and how much of the time was used. During the free review periods, seventy percent of the respondents reviewed the segmented modelling component. Other subjects indicated: "none", "the interview", "I jumped all over", "everything", "the introduction". Of the review period allotted, fifty percent of respondents

indicated they had used the entire portion of the time, with the balance of subjects indicating varying amounts of time from "none" to "9.5 minutes".

Subjects were generally supportive of the program and many expressed having enjoyed the process. Suggestions for improving the program were extremely varied with little consistent information. Suggestions included: "longer introduction", "less time for giving response", "more time for giving response", "shorter interviews", and "more examples".

Discussion

Live Interview Testing

In the live interview testing, there was a significant increase between the pre-treatment interview and the post-treatment interview. The rated level of the post-treatment interview fell below the empathy level of the Language Laboratory Test 5 (2.93 in the language laboratory as compared to 2.28 in the post-treatment interview). Subjects did not maintain the level of empathic response in the live interview. Marlatt (1970) indicated that the amount of imitation that occurred was affected directly by the amount of task ambiguity experienced by the subject. It is suggested that subjects found greater task ambiguity within the unstructured interview, and therein used a variety of communication techniques other than that of empathic responding.

Language Laboratory Tests 1-5

The results indicate that the programs were effective in increasing the level of subject empathy in the one hour treatment period. There was a continuous increase in the rated level of empathy from Language Laboratory Test I through Language Laboratory Test 5. The largest increase occurred between Test 1 and Test 2, or after the completion of Program One. Gradually smaller increases occurred between all other tests. Differences were significant in all cases with the exception of between Test 4 and Test 5.

Although subjects were exposed to a higher level of empathy in Program Two, they did not increase the level of empathic response above an interchangeable level. Perry (1974) concluded that subjects who heard higher levels of modelled empathy did not increase in the demonstrated level of empathic response. It was suggested that an implicit ceiling had been reached. Level 3 statements are considered essentially interchangeable with helper statements (Carkhuff, 1969). Responses higher than Level 3 are more interpretive in nature and are more difficult to make. Table 3 indicates the percentage of subjects reaching different levels of empathic responding throughout the program.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter will present a brief summary of the study and results, its limitations and suggestions for future programs and research.

Summary

The present study was designed to investigate the effects of a two part empathy training program, and the effects of review on the acquisition of the communication skill of empathic responding.

Thirty first year psychology students participated in the study using language laboratory facilities. One half the total number of subjects conducted a live tape recorded interview pre-treatment, one half the subjects conducted a live interview post-treatment. Treatment consisted of two twenty minute self instructional tapes used in the language laboratory, in addition to ten minute review periods following each of the two part empathy program. Subjects' progress was monitored by a series of five tests administered pre, during, and post-treatment.

Subject's response to client statements as well as interview data were collected and rated by three independent judges. Empathy ratings showed a significant increase from pre- to post-treatment interviews, and a significant improvement throughout the language laboratory testing

process, with the exception of between the final two tests.

Limitations

There were a number of limitations to be noted in the present investigation. First, the present study was carried out with students enrolled in a general psychology course, rather than with students enrolled in a counseling course or program. Secondly, the process was monitored for each subject by rating responses made and recorded in the language laboratory. The nature of the language laboratory may have affected the quality of the subject's response. Third, the evaluations of pre- and post-treatment interview performance was made on the basis of analogue interviews. Fourthly, in group learning, the individual student must maintain par with the entire group, therefore there is no opportunity for individual difference in gaining competence in the skill. When used individually language laboratory facilities, or a modified form of the group language laboratory, can be adapted to the individual. In conducting the study the trainees were not allowed to review their pre- and post-test responses as they were collected for program evaluation. In real practice they would have access to these statements which should enhance the effects of practice.

Implications

The present study has clearly demonstrated that the communication skill of responding empathically can be taught

in a relatively short period of time using language laboratory facilities. Traditional methods of teaching the skill of empathic response have used much longer periods of time and in many cases have been less adept at developing the skill. It appears that the Calder model is a highly efficient method for establishing an interchangeable level of empathic response.

The method however, does not work equally effectively for all subjects. Although none of the subjects had received prior training, a few participants had very low entry skills as demonstrated on the pre-test, and did not improve their level of empathic response to that of the majority of the subjects. Although the numbers were few it is suggested that these subjects might benefit from a longer instructional period with more simply stated directions. Further research could investigate the use of a more modified program with increased emphasis on the amount of instructions provided, and a more explicit explanation of the behavior being modelled.

Further research could also develop second programs to investigate the effects of review on other counseling skills. Finally, the present programs could be modified for use with specific populations. Programs could be developed for target groups such as nursing, teaching, etc., with appropriate modelling examples provided.

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APPENDIX I

PROGRAM ONE

The purpose of this program is to teach the communication skill of responding empathically. This particular counseling skill has been found by practising counselors to be effective when paired with other skills and an appropriate counseling attitude. The program will center on teaching you how to respond in an empathic manner. It is hoped that by mastering the skill you will be making a significant step in becoming a more effective counselor. During this program, you will be asked to make a recording of what is said on the tape as well as the responses that you make. You will be able to use this recording for further review and practice. In order to assess how good you are at responding empathically, you are asked to make your best empathic response to the client statements that will follow. You will be given fifteen seconds in which to respond to each of six different client statements. In making your response, try and capture in your statement the total meaning and feeling of what has been said. At the end of the program, you will be given a similar task to assess your improvement. You will soon hear the first client's statement.

The program which follows will take about twenty minutes. Listen closely and follow along with the exercises. You are to hear a counselor in a brief session with a client. In the counseling session, the counselor will respond to the client in an empathic manner. Notice how the counselor tries to capture the total meaning of what the client has said. By responding in this fashion, he demonstrates that he is with the client and moves them into a deeper exploration of their problem.

Cl: I don't know, I'd really like to be able to run my own life, you know. I'd like to be able to predict what is going to happen to me, what is going to happen to other people, instead of always feeling that I'm just a victim.

Co: You'd like to feel that you have more control over what happens to you, to make you feel a little more in control, having a little more power over what goes on.

Cl: I'd like to learn how to get along with people, not just in a superficial sense, but how to feel intimate with somebody. I'd like to get married some time, not right now, but I'd like to be able to feel I can do that; that's really something I would like to learn.

Co: You want to be close to people, you want to get close to one or two other people. It's sort of important right now, but it's kind of scary to get that close.

Cl: Yea, it seems like if they find out about the real me, then they won't want any more to do with me.

Co: Unless you wear some kind of a mask, you're afraid people won't like you. They won't like you if they see the part of you that you don't show very often.

Cl: Yea, I don't know. I used to think that I was afraid of hurting other people and that's why I kept them away, but maybe I'm just scared for myself? Maybe I'm afraid that the pain is going to get worse?

Co: Uhm. You're really afraid to let yourself go, to be yourself and how you might feel and how are you going to control that.

Cl: Yea, that's true, and I guess the other thing is I really don't know how you get close to somebody.

Co: Without overwhelming them or without getting hurt yourself.

Cl: Overwhelming, yea, that's a really good word because sometimes I think of myself as either clinging too much, and I really don't want that to happen. And, I think wow, if I really started to like somebody, maybe I'd just always want to be with them and maybe I'd just stifle them, you know.

Co: You're afraid you might drive them away, because you cared so much and wanted to do things with them.

Cl: Yea, I don't know. I see other people, like married people, and they look so happy together and they know what to expect from each other and things like that and I think, gee, you know I'd really like that.

Co: It makes you feel really lonely when you see other people getting along alright. Why not me? Why can't I do that?

Cl: Yea, yea, why not me? That's true, I don't know. I don't know if it's me, or if it's other people. I'm sure there are things about me that drive people away -- that keeps them at a distance.

Co: You're really questioning yourself, and every time you don't get along with somebody, or they see the differences, you've lost confidence the next time when you go to meet somebody.

In the counseling session, the counselor attempts to stay with the client capturing the content and feelings of the client statement. Notice how this empathic understanding helped the client to delve more deeply into their problem. You will now hear five client statements. After each statement, the counselor will give an appropriate response,

responding empathically to the feelings and content of the client statement. See if you can think of an appropriate response.

Cl: I don't know what to do. I put everything I had into it and I still failed. What are people going to think?

Co: You're really discouraged, you tried your best and you think people will see it as a failure.

Cl: Well, I really like my new job, but I sure hope my new boss doesn't turn out to be like the last one.

Co: You're really afraid that your boss might spoil what could turn out to be a really good job.

Cl: I wish I could get married but it's just that I feel I can't trust him.

Co: You're afraid to trust people, you're afraid you might get hurt.

Cl: I'm just running out of ideas, they used to come to me so easily, but ever since the accident ...

Co: You're really afraid that the accident might have caused some damage. You can't think of things the way you used to be able to.

Cl: I know I should go, but I just don't want to sit there and pretend that I'm happy.

Co: One part of you would really like to go, but you definitely don't want to have to pretend you're something you're not. You don't want to have to pretend you're having a good time if you're not.

Cl: I'm really feeling a lot better, I feel like my hard work has really paid off.

Co: So you're really encouraged. You're happy with what you've been able to do.

You are now going to hear a series of client statements. Following each statement, there will be a fifteen second pause during which you are to make a response - responding empathically to what the client has said. After you have been given time for your response, you will hear the response that the counselor made. Compare your response to that of the counselor. Perhaps yours is better. Remember to concentrate on giving empathic responses, capturing the total meaning and feeling of what the client has said.

Cl: People kept saying that I couldn't succeed, but I sure showed them.

Co: You really showed them. You really showed them that you could do it.

Cl: I don't know why I spend so much time fixing the place up when in a matter of minutes they make it look like a shambles.

Co: It really is frustrating to do all that work and then have it all messed up.

Cl: I really feel good. For that moment everybody was friends. I never thought I'd see it happen.

Co: It's really great seeing everybody get along. You just wish it would happen more often.

Cl: After all those years of work, I finally got some recognition.

Co: It feels good getting the recognition, even though it was late in coming.

Cl: I don't understand, they have these ridiculous beliefs but the more I confront them, the more ridiculous they become.

Co: You're really frustrated having to deal with people who just won't face reality.

Cl: He said he was going to do all those things, but I know a week from now nothing will be done.

Co: It makes you really angry the way he promises you things and then he doesn't carry them out.

Cl: I'm really tired of all this talking in circles. When are you going to tell me what to do?

Co: You seem to be getting really angry. You want some concrete direction.

The program will end with you being given the chance to respond with empathic understanding to six different client statements. Try to do as good a job as possible as your response will demonstrate how well you have mastered the skill. Remember, try to respond with empathic understanding to each of the six different client statements.

APPENDIX II

PROGRAM TWO

The following program is the second in a two part series dealing with the communication skills of responding empathically. As indicated in the first program, the skill of empathic response has been demonstrated to be an effective counseling tool. When the counselor responds empathically to the client's statements, he demonstrates that he is with the client and the client is led into a deeper exploration and awareness of the problem. The program which follows will take about fifteen minutes. You will first hear an exerpt from a counselor client interchange. Note how the counselor attempts to capture the meaning and feeling of what the client is saying.

Cl: I'm really getting upset, my great new job just isn't turning out the way I expected.

Co: You really had some good expectations of the job and it's sure disappointing that things didn't turn out like that.

Cl: It sure is. You know, it's not that there's a lot of work to do, it just seems like I can't even get that done.

Co: It's really frustrating that no matter how much work you try and put in you just can't finish even though you think that you should be able to.

Cl: Yea, and even if I do get it done, somebody will come along and give me some more work and I don't think they notice I had done the other work in the first place.

Co: You'd really like to get some kind of recognition for doing a good job at what you've done instead of just having more work piled on.

Cl: Yea, there's so many people there that I'm sure that even if I didn't do half the work they wouldn't notice that either.

Co: It's like you're a number, like you do your thing and nobody notices whether you do it or you don't do it. You just wish you got some of that special recognition.

Cl: Yea, and that makes me mad, you know, there are so many people there that you think they'd at least notice when I did something extra special.

Co: You do that extra special job, and you're just waiting that, heh maybe they'll notice it, and they overlook it.

Cl: Yea, they sure do, and I'm so discouraged. I thought that this job was something that somebody would come along and notice.

Co: So your hopes were really up, you thought that this job was where you'd get that recognition and now you didn't get it and you're wondering if it's even possible to get it in another one.

Cl: Yea, and it's really disappointing. When I thought about how this job would start, I can't believe it.

Co: You'd really like to have that recognition, it really hurts that you don't get it.

Cl: Yea, it sure does. Maybe it's because of some of the people, maybe I should look for a different job, a different place, something.

Co: You're thinking now that you're just never going to get it here, that you just better look elsewhere to get that.

Cl: Yea, and is that ever frustrating. When I think about the time I spent just looking for this job, and now I find it and I'm upset about it.

Co: Uhm um, it makes you angry that you've spent all this time and it just hasn't turned out. You get mad at those people.

Cl: I sure do, maybe it's just the whole system. If people just understood there were individuals and that we have some rights. Maybe that's what the whole thing is.

Co: You're mad, and it's not just people, it's the whole system you'd like to give up on, you're so frustrated with it.

You will now hear five client statements to which the counselor will make an empathic response. Again, the counselor will attempt to capture the meaning and feeling in each statement. How would you respond to each of the client statements? How would your response compare to that of the counselor?

Cl: I've been waiting for this a very long time, and now it's finally happened, I'm not so sure it's for the best.

Co: You're sort of wondering. You think that all your waiting is sort of in vain. Maybe you just wasted your time waiting.

Cl: Why don't we just settle it? This has been going on for months and months and we're getting absolutely nowhere.

Co: You think it's useless to continue, that we're just going around in circles. You just want the final answer right now.

Cl: I'm so tense all the time. It's impossible for me to just relax and be myself.

Co: You wish that you could just let yourself go, forget about all those things and just relax.

Cl: It was absolutely perfect, down to the last detail. It could not have been better.

Co: It's really great. It really feels good to have everything work out 140%.

Cl: I'm not going to give in again. I've done it many times in the past and look what it got me.

Co: You're not going to be caught quitting short this time.

You will now hear a series of client statements. Following each statement, there will be a fifteen second pause during which you are asked to make an empathic response to the client statement. After you have been given time to make your response, you will hear the response made by the counselor to the same client statement. Compare your response to that of the counselor.

Cl: She seems to take everything more seriously than I did and always ended up making me look bad.

Co: You're sort of upset that you're always the one made to look foolish.

Cl: The trouble is that I partly believe him, but I've believed him before and he let me down.

Co: You're disappointed. You don't think you can really trust him any more.

Cl: I can't tell you how beautiful it was. We spent the whole day together without one argument.

Co: It's really great. You just wish you could have more days like that.

Cl: It's so hard to believe. They keep telling me that I can do whatever I want to.

Co: Even though your friends keep telling you you can be what you want, you don't really believe it, you don't think that's the way it will end up.

Cl: I felt so foolish. I knew the answer, but it just left me as soon as I asked the question.

Co: You felt really embarrassed that you knew the answer but just couldn't get the words.

Cl: It's completely out of my hands. There's nothing I can do about it and I don't like the feeling.

Co: You sort of feel totally hopeless that things are going to happen to you no matter what you do.

Cl: I didn't think things could go so well. All the years of money and sacrifice have finally paid off.

Co: You're really happy to see somebody who's worked so hard finally get their just reward.

The program will end with you being given the opportunity to respond in an empathic manner to six client statements. In each statement, try and capture the meaning and feeling of each client statement.

APPENDIX III

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT

Level 1

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

Examples: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or uninterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

Level 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable effect from the communications of the second person.

Examples: The first person may communicate some awareness of obvious surface feelings of the second person, but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express the same affect and meaning.

Examples: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

Examples: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings he was unable to express previously.

In summary, the facilitator's responses add deeper feelings and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the second person's part, to be fully with him in his deepest moments.

Examples: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his deepest feelings.